

CT Framework Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Use pre-reading activities to activate prior knowledge and establish purpose. (A4)	Activate schema. Generate questions. Select and apply an effective strategy for approaching reading based on the type of text and purpose for reading.		X X X		<ul style="list-style-type: none"> Predict or infer text content using prior knowledge about author, topic, genre, and text features in informational/expository and literary/narrative text. Articulate purpose for reading when the objective has been identified by the teacher.
b. Monitor comprehension and apply appropriate strategies when understanding breaks down. (A4, A5)	Clarify for understanding. Utilize during reading strategies to monitor comprehension.		X X		<ul style="list-style-type: none"> Verbally describe the mental imagery that occurs while reading. Monitor comprehension and accuracy while reading in context and self-correct errors. Identify specific words or phrases that are causing comprehension difficulties. Apply comprehension strategies, to above-grade level stories read aloud by the teacher and to own reading at instructional level, and justify with evidence from the text. Identify reading strengths and weaknesses with teacher assistance and select targets on which to work. Track progress in reading achievement with graphs, charts, and checklists.

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Recognize and organize relevant information in proper sequence to use in a summary. (A3)	Summarize orally and in writing. Retell orally and in writing. Distinguish between relevant and irrelevant details. Organize relevant information from text to generate a summary.	X	X X X		<ul style="list-style-type: none"> Retell a story in sequence with supporting details. Explain story events or steps in a process in sequential order. Summarize the events or ideas in literary/ narrative text, citing text-based evidence. Summarize the events, information, or ideas in informational/ expository text.
d. Identify, use and explain text structures. (B1, B2)	Match graphic organizers to text structure. Identify text structure using key words and phrases.		X X		<ul style="list-style-type: none"> Identify and explain text structures in reading (sequence, main idea/ details, compare/ contrast, cause/ effect) Identify and use text features such as glossary or index to locate information in text. Interpret graphic information in a text such as charts, tables, diagrams, etc.
e. Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. (B2, B3)	Revise, or confirm predictions. Draw valid conclusions. Support conclusions with evidence from text.		X X X		<ul style="list-style-type: none"> Use text to make, confirm, and revise predictions. Describe character's physical traits and infer personality traits by what they say or do.
f. Make and justify inferences from texts heard, read and viewed. (A2, B2)	Make valid inferences using prior knowledge and text evidence. Support inferences with text evidence and prior knowledge.		X X		<ul style="list-style-type: none"> Make inferences to construct meaning. Share opinions and judgments of texts.

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Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Generate and respond to questions. (A2, A3, C2)	Identify a variety of question-answer relationships. Generate a variety of questions that demonstrate an understanding of the text. Support answers with text evidence.		X X X		<ul style="list-style-type: none"> Use Q.A.R. strategies of right there, think and search, author and me, on my own. Read non-fiction materials for answers to specific questions or for specific purposes. Answer questions about text related to characters, problem, setting, events, solution and supply text-based evidence. Generate and answer questions. Synthesize information for a text to think of questions to ask an author or points to include in a speech etc.
b. Interpret information that is implied in a text. (B3)	Make valid inferences supported by text. Justify inferences by selecting text evidence.		X	X	<ul style="list-style-type: none"> Make inferences about characters and settings using picture clues, read-alouds, and discussion.
c. Distinguish between fact and opinion. (B1)	Define fact and opinion. Identify key words and phrases common to fact and opinion statements.		X X		<ul style="list-style-type: none"> Distinguish between fact and opinion. Identify key words and phrases common to fact and opinion statements.

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

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c. Distinguish between fact and fiction. (B1)	Identify facts and opinions embedded in texts. Identify fact and opinion statements.	X		X	
d. Make and support judgments about texts heard and read. (B3, D2)	Find and interpret evidence from text in order to make a judgment. Synthesize information in order to make a judgment about text.	X X			<ul style="list-style-type: none"> Identify a new title that best fits the selection and support the choice with text evidence. Decide on the author's purpose for including particular information in a text.
e. Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections. (C1, C2)	Use prior knowledge and relevant information to make connections. Make meaningful text to self and text to text connections. Identify and select relevant information within text to support text connections.		X X X		<ul style="list-style-type: none"> Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections.
f. Identify and discuss the topic or main idea of texts. (A1)	Identify main ideas in nonfiction/informational text. Determine main ideas in nonfiction/informational text. Identify common topic/themes found in fictional text. Determine common topic/themes found in fictional text.		X X X		<ul style="list-style-type: none"> State the main idea of an informational/ expository text passage and give two reasons from the text supporting the choice. State the main idea of a literary/ narrative passage and support with two details from the story.

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

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g. Choose a variety of genres to read for personal enjoyment. (C1)	Read a variety of genre. Determine genre specific characteristics to select books to read.		X X		<ul style="list-style-type: none"> Reinforce knowledge of genres from earlier grades and extend genre knowledge to include <i>biography, personal narrative, expository, folk tales and fables</i>. Develop a list of favorite author's and books, including the reasons each was selected for the list. Independently and silently read longer, more complex, grade level text and chapter books.

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Essential Question: *How do we understand what we read?*

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Use phonetic, structural, syntactical and contextual clues to read and understand words. (A5)	<p>Apply phonetic skills to decode unknown words.</p> <p>Apply structural analysis skills to decode unknown words.</p> <p>Monitor and self-correct for accuracy using cuing strategies.</p> <p>Monitor and self correct for accuracy.</p>		X	<p>X</p> <p>X</p> <p>X</p>	<ul style="list-style-type: none"> Know sounds for a wide range of suffixes and prefixes (e.g., -able, -tion, -ment, re-, ex-). Use letter sound correspondence, structural analysis and syllable patterns to decode multi-syllable words. Analyze the meaning of words and phrases in context. Recognize pronoun referents in text. Read words containing complex letter patterns or word families in isolation and in context (e.g., ieve, eive, ield). Use prior knowledge, context, pictures, illustrations, and diagrams to predict, clarify, and/ or expand word meaning, including multiple meaning words.

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Build sight vocabulary. (A5)	Read grade level sight words with automatic recall in isolation and in context.			X	<ul style="list-style-type: none"> Recognize automatically many common regular and irregular words. Any high frequency sight words not mastered previously need to be addressed.
c. Analyze the meaning of words and phrases in context. (A5)	<p>Use context clues to understand vocabulary words and phrases.</p> <p>Identify words that have multiple meanings.</p> <p>Use context clues to determine the meaning of commonly confused words.</p>	X	X X		<ul style="list-style-type: none"> Use context to accurately read words with more than one pronunciation (e.g., an object vs. to object). Explain common homophones (e.g., fair/ fare, made/ maid) and homographs (e.g., a lead weight vs. lead the way).
d. Develop new vocabulary through listening, speaking, reading and writing. (A5)	<p>Self monitor for unknown words in listening, speaking, reading, viewing, and writing.</p> <p>Determine word meaning.</p> <p>Incorporate new vocabulary when communicating orally and in writing.</p>		X X X		<ul style="list-style-type: none"> Infer word meanings from roots, prefixes, and suffixes. Use new vocabulary from informational/ expository text and literary/ narrative text, including from a variety of cultures and communities, in own oral and written communication. Select, from multiple choices, the meaning of words necessary to understand text.

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.). (A5)	<p>Explain the meaning of content area vocabulary.</p> <p>Incorporate content area vocabulary when communicating orally and in writing.</p> <p>Use definition strategies to understand the meaning of words in content areas.</p> <p>Use contextual, syntactic and structural analysis strategies to decode and understand the meaning of content vocabulary.</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p>		<ul style="list-style-type: none"> Define words and concepts necessary for understanding math, science, social studies, literature and other content areas.
f. Read with fluency.	Read grade level texts with fluency.		X		<ul style="list-style-type: none"> Read with accuracy and expression (prosody) grade-level text, attending to intonation as determined by punctuation. Read unpracticed grade-level texts at 110- 120+ words per minute. Adjust reading rate to match difficulty in text (e.g., content/ academic text) and for different purposes (e.g., pleasure reading versus reading for information).

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Essential Question: *How do we understand what we read?*

1.4 Students communicate with others to create interpretations and evaluations of written, oral, and visual texts.

Students will:

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Elicit, discuss and respect the opinions of others about written, oral and visual texts. (D2, D3)	Recognize that a single text may elicit a wide variety of responses.	X			<ul style="list-style-type: none"> Maintain eye contact, in line with cultural traditions, when listening to others. Listen to a speaker for specific information. Listen to acquire information from a variety of sources. Listen actively: eyes on speaker; body still and quiet; and mind focused. Ask others to restate ideas which are unclear.
b. Share opinions and judgments based on texts heard, viewed or read. (A2, D2, D3)	<p>Develop valid conclusions about themes and information in a text and provide support to convince others of that position.</p> <p>Synthesize information in order to make and share opinions and judgments.</p> <p>Formulate statements to express opinions.</p>		X		<ul style="list-style-type: none"> Support, with at least two reasons, a personal opinion or judgment about what is read, heard, or viewed. Share opinions and judgments with others based on texts.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Identify the elements of a genre and interact with the text. (B2)	Differentiate the various genre elements in fiction and non-fiction/informational text. Explain how the different elements of text help the reader understand the genre.		X		<ul style="list-style-type: none"> Identify and use text features such as a glossary or index to locate information in a text . Interpret graphic information in a text such as charts, tables, diagrams, etc. Explain how the setting is important to the story. Explain the characteristics of a variety of genre (e.g., fairy tales, folk tales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books).
b. Identify the differences between the structures of fiction and nonfiction. (A1, B1)	Identify the author's use of structure and organizational patterns. Identify the specific structures of various genres.		X		<ul style="list-style-type: none"> Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc. Use text features such as titles, tables of contents, and chapter headings to locate information in nonfiction texts. Identify and use important words in a text to perform a task (e.g., math problem-solving, following multi-step directions). Identify the speaker (narrator) in a selection and explain first person point of view.

2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Read or listen to a text and explain its appeal. (C1, C2)	State an opinion about a text or character using information from the text to support their ideas.	X			<ul style="list-style-type: none"> Identify the most interesting or surprising part of the story. Identify why a text is preferred and support the judgment with evidence from the text. Independently read for a variety of purposes including literary experience, to gain information, to perform a task, for enjoyment and to build fluency.
d. Identify and discuss elements of author's craft. (B2)	Identify and discuss elements of author's craft.		X		<ul style="list-style-type: none"> Identify and discuss elements of author's craft, including similes, alliteration, and onomatopoeia. Explain how an author's word choice contributes to the text's meaning.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.2 Students explore multiple responses to literature.

Students will:

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Develop and discuss multiple responses while reading, listening or viewing texts. (A3, D2)	Develop multiple responses by raising questions about text and story parts. Respond to changing personal thoughts orally or in writing as a text develops.		X X		<ul style="list-style-type: none"> Participate in discussions to listen to alternative viewpoints. Write literature responses that support judgments through reference to the text and prior knowledge. Respond in a variety of ways (e.g., art, written response, oral formats, presentations, etc.).
b. Develop a critical stance and cite evidence to support the stance. (B3, C2, D2)	Use stated or implied evidence from the text to draw and/or support a conclusion.		X		<ul style="list-style-type: none"> Uses meaning clues (e.g., picture captions, title, cover, headings, story structure, story topic) to support judgments and predictions made about the text (e.g., action, events, character's behavior). Select, synthesize, and use relevant information from a text to include in an extension or response to text (e.g., journal response, questions to ask the author, points to include in a speech).

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Make connections between characters' lives and the real world. (C1)	Identify a character's experience and connect this information to the real world.		X		<ul style="list-style-type: none"> Make text to world connections. Discuss and respond to texts using text-to-text and text-to-world connections in diverse texts, including multi-cultural texts. Describe the problem faced by the character and how he/she/it solved the problem.
b. Listen to, read and respond to stories about many cultures and times. (A1, D3)	<p>Determine main idea and theme from a variety of texts.</p> <p>Listen to and/ or read a variety of texts that emphasize values, customs, ethics, and beliefs in order to understand a multi-cultural world.</p>	X	X		<ul style="list-style-type: none"> Listen to, read, and discuss a variety of literature representing different perspectives to family, friendship, culture and tradition.
c. Compare and respond to stories about multicultural experiences. (C2, D3)	<p>Compare and contrast author's stance across a variety of texts.</p> <p>Compare the information from multicultural text to personal experiences, other texts, and the world. (T-S, T-T, T-W)</p> <p>Select, synthesize and use relevant information to personally respond to text.</p>	X	X	X	<ul style="list-style-type: none"> Explain connections between self and characters, events, and information occurring within culturally relevant text or among multiple texts.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Recognize values and beliefs included in a text. (D1, D3)	Read a variety of texts to understand cultural and historical periods.		X		<ul style="list-style-type: none"> Recognize values, ethics, and beliefs included in a text, including multi-cultural texts.
b. Discuss how the experiences of an author might influence the text. (D3)	Identify how interests and experiences of the author are reflected in the text. Compare texts written by the same author.		X X		<ul style="list-style-type: none"> Learn biographical information about authors. Recognize and discuss what is important to an author based on the content of the text.
c. Describe how the experiences of a reader influence the interpretation of a text. (B3, C1)	Activate prior knowledge to make and discuss text connections. Identify how experiences and interests of reader help to interpret text.		X X		<ul style="list-style-type: none"> Discuss personal connections that can be made to the text and how those connections are similar or different from the events within the text.
d. Discuss topics and connections that cross cultures. (D2, D3)	Compare and contrast personal experiences to information from multi-cultural text.		X		<ul style="list-style-type: none"> Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from the reader.

GRADE 3

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Discuss the influence of culture, history and ethnicity on themes and issues in literature. (C2, D3)	Discuss the influence of culture, history and ethnicity on themes and issues in literature.		X		<ul style="list-style-type: none"> Develop an awareness of culture and history reflected in text. Understand similarities and differences within and among literary works from various genre and cultures (e.g., in terms of settings, character types, events, point of view; role of natural phenomena).
f. Identify and discuss how the choices an author, illustrator or filmmaker makes to express his or her ideas in a text. (D1, D3)	Identify and discuss how the choices an author, illustrator or filmmaker makes to express his or her ideas in a text.	X			<ul style="list-style-type: none"> Understand different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters, setting, and sequence of events in visual narratives). Identify techniques used to convey messages in visual media (e.g., animation; different tones of voice in audio productions; adjusting messages for different audiences). Recognize techniques used to establish mood in visual media (e.g., use of camera angles and distances to create a specific feeling or point of view, tension heightened by dramatic music, sound effects such as a heartbeat or squeaking chair, use of a deep voice, somber lighting to imply mystery or fear).

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Use oral language with clarity and voice to communicate a message. (A4, B3)	Use oral communication skills effectively.		X		<ul style="list-style-type: none"> Clearly express main idea and elaborate with supporting details Sequence ideas logically with effective transition words to connect ideas. Present ideas with clarity, voice and fluency to communicate a message (i.e., present dramatic interpretations of experiences, stories, poems, or plays). Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions. Make oral presentations that show appropriate consideration of audience, purpose, and information to be conveyed.
b. Listen to or read a variety of genres to use as models for writing in different modes. (CMT Writing Prompt)	Identify and analyze the characteristics of text as models for writing.		X		<ul style="list-style-type: none"> Read/ view a variety of genres to use as models for writing in different modes. Recognize differences between fictional stories, informational text, and poetry. Recognize different forms of narrative texts (e.g., fairy tales, realistic fiction, etc.).

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Use the appropriate features of narrative, expository or poetic writing. (CMT Writing Prompt)	Write a developed expository piece Write a well-developed narrative. Demonstrate strong organizational strategies and craft appropriate to the mode of writing.	X	X X		Write in a variety of forms and genre: <ul style="list-style-type: none"> ▪ Recount: Autobiographies, diaries. ▪ Narrative: fairy tales, folk tales, fables, tall tale. ▪ Procedure: directions (location), rules. ▪ Report: book report, research report. ▪ Explanation: chart, summary. ▪ Poetry: free verse poetry (no rhyme required). ▪ Write a fully developed narrative in which all key characters and events are expanded upon. ▪ Generate a response to a narrative prompt (story narrative or personal narrative).
d. Write to delight in the imagination. (CMT Writing Prompt)	Draw upon knowledge to communicate and enrich writing.		X		<ul style="list-style-type: none"> ▪ Ideas: Select own writing topics; maintain focus on specific topic; provide details and/or support (e.g., examples, descriptions, reasons); use personal experience and observation to support ideas; develop characters. Setting, and events in narratives; select appropriate title for a piece of writing. ▪ Organization: Organize ideas into logical chunks of information (e.g., paragraphs, verses in poetry); write a variety of beginnings and endings (e.g., begins with a question, sound word, amazing fact or background information; ends with something new to think about, cliffhanger); use transitions to connect episodes, descriptions, explanation of fact;

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Write to delight in the imagination. (continued)	Draw upon knowledge to communicate and enrich writing. (continued)		X		<ul style="list-style-type: none"> ▪ Organization continued: organize story narratives with an evident problem and solution; describe procedures sequentially; organize expository writing logically (e.g., main idea and details). ▪ Word choice: Select specific words (e.g., hollered vs. said) and specialized vocabulary (e.g., transparent vs. clear); use literary devices such as simile, onomatopoeia, use someone's exact words (quotations). ▪ Voice: show knowledge of topic; show increasing use of formal language patterns in place of informal or conversational language patterns (e.g., formal greeting and closing when writing a business letter); use "book language" by mimicking voice of character or author; use a gesture to show how someone is feeling; give an opinion (I think...). ▪ Fluency: use sentence patterns typical of spoken and written language; write a variety of sentence beginnings (e.g., starts with an adverb: <i>Quickly, the snake slithered away.</i>); write a variety of sentence lengths; write a variety of sentence structures (e.g., I went outside. The streets were muddy after the storm ended.); write a variety of sentence types (e.g., declarative, imperative, exclamatory, interrogative); write free verse poems with repeated sentence beginnings. ▪ Conventions: see above

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	Use pre-writing strategies to plan, develop and organize ideas. Choose a format appropriate to audience, purpose and task.		X		Determine purpose, and audience, and choose an appropriate written, oral or visual format. Demonstrate an understanding of the different purposes for writing (e.g., request information, communicate with friends, write to learn, etc.).
b. Use strategies to generate and develop ideas for speaking, writing and visual activities. (C2)	Contribute during shared and interactive writing. Use strategies to generate and develop ideas for a variety of purposes.		X		<ul style="list-style-type: none"> ▪ Planning: use different strategies (e.g., questioning, brainstorming, drawing, and listing key thoughts) to generate and develop ideas. ▪ Drafting: use a prewriting plan to draft text; work on one draft per a single topic over several days; take simple notes from relevant sources for a specific purpose; use research skills (e.g., note taking, paraphrasing, basic outlining) to produce a written or visual text. ▪ Reflecting: analyze and evaluate own writing and writing of peers using established criteria; explain strengths and weaknesses of own writing (e.g., CMT rubric, anchor papers, checklists, scoring guides).

3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

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c. Revise texts for organization, elaborate, fluency and clarity. (Editing and Revising)	Reread drafts and apply selected revision strategies.		X		<ul style="list-style-type: none"> ▪ Revising: add, delete, substitute, and move words and phrases in order to achieve sense of audience, provide supporting details, correct sequence, fix run on sentences and fragments, and clarify meaning through word choice; reread own writing for meaning orally or silently; participate in writing conferences and assess own writing (e.g., I improved on _____. I was confused by _____.); revise writing based on feedback.
d. Research information from multiple sources for a specific purpose. (C2)	Generate questions for gathering data. Select and organize information from appropriate sources for a specific purpose. Determine main idea and supporting details. Use note taking format.		X X X X		<ul style="list-style-type: none"> ▪ Locate and select, with teacher assistance, appropriate information resources to complete a task. ▪ Extract information from multiple sources to complete an age appropriate task. ▪ Use telecommunications under direct teacher supervision to seek additional information when appropriate to the information talks.
e. Examine sources of information and determine validity.	Recognize validity and bias within sources. Distinguish between valid fact and opinion.		X X		<ul style="list-style-type: none"> ▪ Use a teacher created rubric or similar device to judge the completeness and relevance of information gathered to complete an information task.

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Students will:

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
f. Publish and/or present final product in a myriad of ways including the use of art and technology.	Synthesize information. Present in a logical, organized format, appropriate to audience.	X	X		<ul style="list-style-type: none"> ▪ Publishing/Presenting: include text features (e.g., title, headings, information about the author, illustrations, and captions); present and discuss own writing with other students and respond helpfully to other student's compositions.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.1 Students use knowledge of their language and culture to improve competency in English.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used. (C1)	Read, listen to and tell stories from a variety of cultures. Identify similarities and differences in the way language is used.		X		<ul style="list-style-type: none"> Understands that language reflects different regions and cultures (e.g., sayings; expressions; usage; oral traditions and customs; historical, geographical, and societal influences on language).
b. Recognize and understand variations between language patterns used in their homes and in school.	Use Standard English. Notice similarities and differences in vocabulary and language structure. Determine when a particular language pattern is appropriate to use in speaking and writing.		X		<ul style="list-style-type: none"> Recognize the similarities and differences in their native language as compared to English in order to improve English competency.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.2 Students speak and write using standard language structures and diction appropriate to the audience and task.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Use sentence patterns typical of spoken and written language to produce text. (Editing and Revising)	Use sentence patterns of spoken and written language to produce text.		X		<ul style="list-style-type: none"> Speak and write in complete sentences to communicate a message. Consistently use appropriate syntax, even in longer sentences.
b. Use appropriate language as related to audience. (Editing and Revising)	Use appropriate language as related to audience.		X		<ul style="list-style-type: none"> Use vocabulary that is accurate and specific. Use appropriate elements of diction, inflection, volume and pace. Anticipate audience's questions and writes accordingly. Use oral/written language with clarity, voice and fluency to communicate ideas, judgments, and opinions in presentations and performances.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.3 Students use Standard English.

Students will:

CT LA Framework/ CMT Strands	Mansfield Grade 3 Curriculum Objectives	I	T	R	Instructional Focus
a. Recognize the difference between Standard and Non-Standard English and use language appropriately. (Editing and Revising)	Recognize the difference between Standard and Non-Standard English and use language appropriately.		X		<ul style="list-style-type: none"> Begin to use Standard English when speaking in school. ("at school language"). Recognize and generally use oral language conventions, such as structures of Standard English. Recognize the difference between Standard English (including subject-verb agreement, pronoun agreement, pronouns that agree in number, verb tenses) and nonstandard English.
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (Editing and Revising)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate.		X		<ul style="list-style-type: none"> Apply commas in a series, after greeting and closing of friendly letter, in a date, between city and state. Begin to use commas in compound sentences. Use quotation marks in dialogue. Use apostrophes to show possession. Use consistent verb tense most of the time. Do not use double negatives or make common errors such as <i>would of</i> rather than <i>would have</i>. Use correct pronoun as a subject (e.g., I vs. me).

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strands</i>	Mansfield Grade 3 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)		X		<ul style="list-style-type: none"> Do not run sentences together or write accidental fragments. Begin to use appropriate homonyms (e.g. 'it's vs. its, your vs. you're, two vs. to). Use paragraph conventions (e.g., designated by indentation or skipping lines between paragraphs). Spell words with unusual vowel patterns (e.g., aw, ou, oy), affixes (e.g., un-, pre-, -ed); plural rules (e.g., cat to cats, glass to glasses, carry to carries); double consonant rules (e.g., bunny, hopping, hotter); common homophones (e.g., too, two; there, their, they're). Use phonetic spelling for challenging words. Recognize words that have been misspelled and make corrections. Use correct resources to find correct spelling for words identified as misspelled (e.g., word wall, student dictionaries). Maintain consistent size, spacing, upper and lower case, and formation in manuscript or cursive handwriting.
c. Use resources for proofreading and editing. (Editing and Revising)	Use resources for proofreading and editing.		X		<ul style="list-style-type: none"> Editing: edit for complete sentences; use knowledge of letters sounds, word parts, and syllabication to correct spelling; identify and correct errors in grade level conventions; use simple editing checklist.